

# THE *Journal* **AR** OF THE **EA**



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*Volume VI, Number 9*

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**THE ASSOCIATION FOR EDUCATION BY RADIO**

To You Who are Interested  
In Children's Reading



*Chicago, Illinois*

Announces A New  
Radio Feature

## *The Hobby Horse Presents*

Every Saturday at 8:45 A. M. over WMAQ

On October 5th at 8:45 on WMAQ CARSON PIRIE SCOTT & CO. inaugurated a new program presenting a dramatic excerpt from many of the most interesting books for children. Whenever possible the author is interviewed on the air right after the presentation of the book and appears in the HOBBY HORSE BOOK SHOP at 2 o'clock for an autographing party. These programs will continue through June 28th.

★ Through these programs we hope to widen children's interest in good books and thus fulfill our responsibility as an educational force.

Selections from the following books  
will be dramatized in May

May 3rd  
May 10th  
May 17th  
May 24th  
May 31st

MISS HICKORY  
BETSY IN SPITE OF HERSELF  
THE SATURDAYS  
PANCAKES — PARIS  
LASSIE COME HOME

by Carolyn Sherwin Bailey  
by Maude Hart Lovelace  
by Elizabeth Enright  
by Clare Bishop  
by Eric Knight



**10 Chapters of detailed information on such subjects as:**

**Voice Production—Speech**

**Microphone Technique**

**The Use of Inflections**

**Timing and Pacing**

**Radio Terminology**

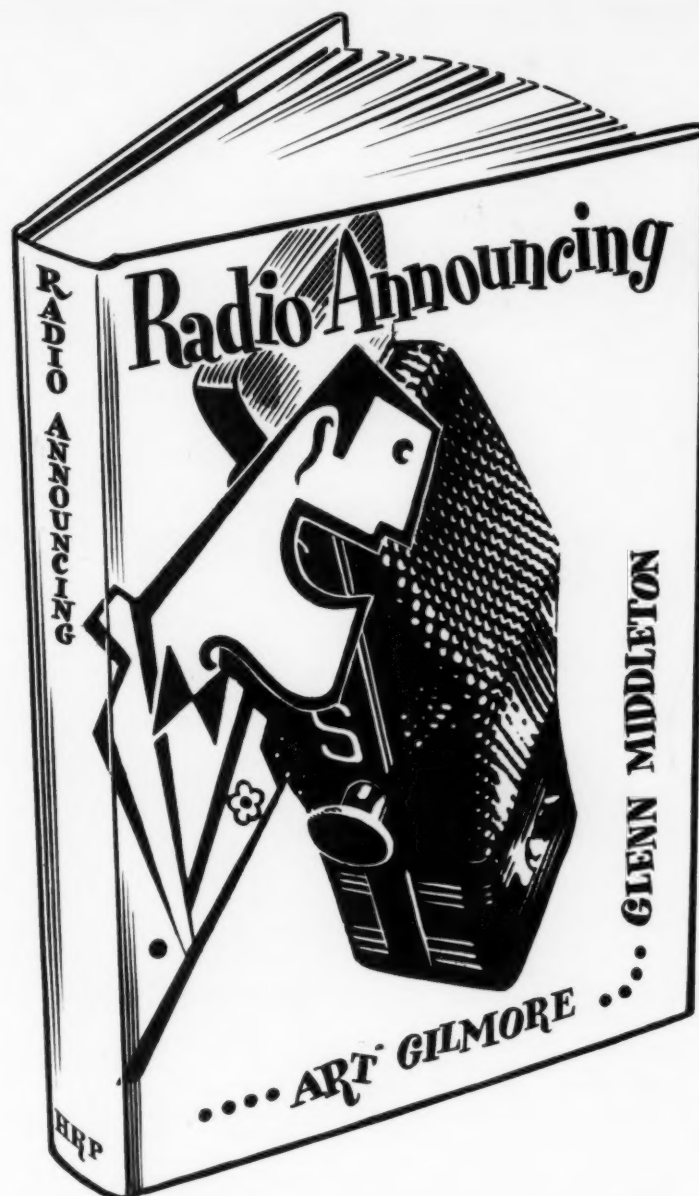
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*Radio Editor*  
*International News*

**By Two of Hollywood's Veteran Radio Personalities:**

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**and a foreword by**

**Jimmy Wallington**

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# Who? What? Where? When?

**Ben A. Hudelson** is the new educational director of Stations WBZ-WBZA, Boston and Springfield, Massachusetts.

**Toledo, Ohio, Board of Education** has applied to the FCC for a new non-commercial educational FM station with power of 250 watts.

**The Revolt Against Radio** is the title of an article in the March, 1947, issue of *Fortune*. It constitutes an excellent analysis of problems facing the industry today.

**Station WHA-FM**, the first transmitter in the state-wide network of FM stations being set up under the auspices of the Wisconsin State Radio Council, went on the air March 30. It uses 3 kw power on the 91.5 megacycle frequency.

**Mrs. Dorothy L. Klock**, AER member, and a member of the program staff of Station WNYE, New York City Board of Education, will be an instructor on Radio in Education at the Summer Radio Institute, Fordham University.

**Accent on Youth** is the title of a new series of thirty-minute broadcasts for and by the youth of the Detroit area which had its premiere March 8. The series is being presented by Station WJR to bring out the positive side of youth.

**Education in the Atomic Age:** the Nature and Use of Atomic Energy is the title of a very popular adult education radio series being broadcast during the Spring Semester by Chicago Radio Council-WBEZ. It follows the First Semester program, *Education for an Atomic Age*.

**Directory of College Radio Courses** is the title of a publication issued recently by the FREC. It lists the various types of courses in the radio field offered by 331 colleges, 48 of which offer degrees in radio, while 40 offer courses in teacher-preparation and classroom use of radio.

**Intercollegiate Broadcasting System** announces that two new campus broadcasting stations, numbers 63 and 64, have recently joined the organization: Station WEJC, Endicott junior college, Beverly, Massachusetts, and the Fort Trumbull branch, University of Connecticut, New London.

**The Radio Manufacturers Association of Canada** demonstrated FM reception and school radio receiving equipment on March 22 in the Royal York Hotel, Toronto. The demonstration, requested by the National Advisory Council on School Broadcasting, was open to all teachers and educators.

**Gertrude G. Broderick** reports that she addressed recently a special meeting of the Warren [Pennsylvania] College Club on the topic, "Education's Second Chance in Radio." During her day in Warren, Mrs. Broderick participated in a radio conference called by the superintendent of schools and conferred with the management of Station WNAE.

**Fordham University's FM Station WFUV** will begin operating soon on Channel 211 of the 90.1 megacycle band.

**Royal E. Bright**, editor, Philadelphia AER, continues to get out an interesting and attractive mimeographed monthly newsletter for Philadelphia AER members.

**Scholastic Teacher** is to be commended for carrying regularly the monthly listings of educational radio programs selected by the Federal Radio Education Committee.

**The Oregon State Broadcasters Association** voted recently to award a scholarship to a deserving senior or junior interested in radio now attending an Oregon university or college.

**Federico Elguera**, Consul General of Peru at New York City, is an AER charter member. Senor Elguera uses his copy of the *AER Journal* in preparing his reports on education for the Foreign Office and Ministry of Education at Lima, Peru.

**AER members** wishing an extra copy of the "All-Television" issue of the *AER Journal* [February, 1947] should send their requests to George Jennings, 228 N. La Salle Street, Chicago 1, at once. Several universities and other research groups are ordering this issue in quantity.

**Elizabeth E. Marshall**, program director, Chicago Radio Council-WBEZ, has been appointed Illinois state chairman, Association of Women Broadcasters, of the NAB. She is anxious to hear from all Illinois women broadcasters. Her address is 228 N. La Salle Street, Chicago 1.

**NBC Digest** is the title of a new quarterly magazine published by the National Broadcasting Company at 50 cents a year. It reprints important speeches, discussions, interviews, and news reports—together with bits of humor and drama—that have been broadcast recently by NBC.

**Elmer G. Sulzer**, vice-president in charge of radio, American College Public Relations Association, has an article, "Setting Up the FM Station," in the February, 1947, issue of *College Public Relations*. It covers all the details including costs and programming and is well worth reading.

**The National Association of Educational Broadcasters** invites to membership institutions and agencies operating broadcasting stations or carrying on an educational program over stations not their own. Write to M. S. Novik, executive secretary, 30 Rockefeller Plaza, Room 5052, New York.

**Kenneth G. Bartlett**, professor of radio and television, Syracuse University, will direct a course next fall for students in journalism who are interested primarily in the field of radio newscasting. The program will provide students with a wide range of courses leading to the A.B. degree to be granted jointly by the School of Journalism and the College of Liberal Arts.

**Station KWSC**, State College of Washington, was notified recently of its election to full membership in the NAB.

**Mrs. Ruth Weir Miller**, formerly radio assistant, Philadelphia public schools, was recently appointed to the post of assistant educational director, Station WCAU.

**Elizabeth E. Marshall** recently won a new spring hat, an "original" Madame Pauline creation, at the breakfast given the AWB by the New York Milliners' Institute.

**Station WHA**, University of Wisconsin, scored a "scoop" when its microphone appeared alone in the AP Wirephoto which showed Lt. Governor Oscar Rennebohm taking the governor's oath on March 13.

**Arturo Toscanini**, NBC Symphony conductor, celebrated his eightieth birthday March 25. The famed conductor, who lives in Riverdale, New York, is an inveterate radio fan and recently acquired a television set.

## NATIONAL OFFICERS

**KATHLEEN N. LARDIE**, *President*, supervisor, Department of Radio Education, Detroit public schools.

**JENNINGS PIERCE**, *First Vice President*, manager, Public Service Department, NBC, Hollywood 28, California.

**WILLIAM LADD**, *Second Vice President*, assistant director of programs for radio, University of Washington, Seattle.

**GERTRUDE G. BRODERICK**, *Secretary*, Federal Radio Education Committee, Washington 25, D. C.

**GEORGE JENNINGS**, *Treasurer*, director, Chicago Radio Council, 228 N. La Salle St., Chicago 1.

**I. KEITH TYLER**, *Past President*, director of radio education, Ohio State University, Columbus 10.

## REGIONAL PRESIDENTS

**RUTH WEIR MILLER**, *Northeastern*, assistant educational director, Station WCAU, Philadelphia.

**SAM H. LINCHE**, *Southeastern*, supervisor of radio education, Atlanta public schools.

**BLANCHE YOUNG**, *Great Lakes*, radio consultant, Indianapolis public schools.

**RUSSELL PORTER**, *West Central*, Department of Communications, University of Denver.

**JOHN W. GUNSTREAM**, *Southwestern*, Audio Video Institute, 1501 Young St., Dallas, Texas.

**MARY E. GILMORE**, *Pacific Northwest*, director, KBPS, Portland, Oregon, public schools.

**RICHARD H. REEVE**, *Southwestern Pacific*, 2500 Sixth Ave., Sacramento, California.

**KENNETH CAPLE**, *Canadian*, director of school broadcasting, British Columbia, Canada.

## ALPHA EPSILON RHO

The Association sponsors Alpha Epsilon Rho, an undergraduate, professional fraternity in radio. **SHERMAN P. LAWTON**, *Executive Secretary*, University of Oklahoma, Norman, Okla.

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**The Journal of the AER**, published monthly except June, July and August by the Association for Education by Radio. Association and Business Office: 228 North LaSalle Street, Chicago 1, Illinois. Editorial Office, to which all material for publication should be sent: 111 Northrop Memorial Auditorium, University of Minnesota, Minneapolis 14, Minnesota. *The Journal of the AER* goes to all members of the Association. Annual dues \$2, of which \$1 covers a year's subscription to *The Journal of the AER*. The payment of dues entitles a member to attend all meetings of the Association, to hold office and to receive services. Send applications for membership to 228 North LaSalle Street, Chicago 1, Illinois. Advertising rate card sent on request. The Association assumes no responsibility for the point of view expressed in editorials or articles. Each must be judged on its own merits. Entered as second-class matter October 2, 1945, at the post office at Chicago, Illinois, under the act of March 3, 1879. The Association for Education by Radio is incorporated under the laws of the State of Illinois as a non-profit organization for the purpose of furthering the best interests of radio and education.



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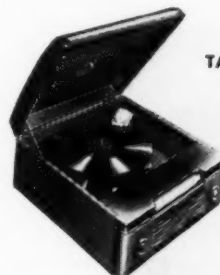
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Are proud to be members of the Association for Education by Radio, and to be able to do their part in making radio broadcasting a real educational force in their respective communities. The cooperation of individual members of AER in this work has been invaluable.

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## Success to the Seventeenth Institute

**T**O THE SEVENTEENTH INSTITUTE FOR EDUCATION BY RADIO, with sincere good wishes for its greatest success, the current issue of the *AER Journal* is dedicated. This annual gathering of educators, broadcasters, and others who are interested in improving radio's contributions to education has been from its inception in 1930 the most important gathering of its kind in the entire world. In fact its flavor from the very first has been not only national but international and the roster of this year's speakers makes it even more so.

American radio may devote a majority of its time and spend the lion's share of its budget on commercial programs. The majority of listeners may even feel that radio's primary purpose is to entertain. Yet the potentialities of this medium in the area broadly defined as education are so great and the service it can render in this area is so important to modern society that its obligation under the "public interest" clause of the Communications Act is inescapable.

If broadcasters are to discharge their obligations to education with maximum effectiveness, provision must be made for them to share regularly in an open discussion with individuals whose life work lies in one or more aspects of education in its broadest interpretation. The Columbus Institute provides this meeting place with its formal program of addresses, symposia, and panels as well as meetings of special interest groups, not to mention the opportunity informally for unscheduled discussion in hotel rooms, in the lobbies, and elsewhere. It has never been "just another meeting" and its importance has grown with the years. Today the Institute belongs equally to the broadcasters and to the educators and it is their responsibility to continue and strengthen it at all costs.

In an editorial in the December, 1946, issue the writer pointed out the dangers attendant upon the desire of many schools, colleges, and universities to establish national radio education conferences. Such efforts, it was pointed out, might so decentralize the parent national meeting as to do permanent injury to the entire radio education cause. Whether there should be meetings to discuss different aspects or different levels of educational broadcasting or regional conferences to supplement the Columbus Institute seemed to the writer to be the crucial issue.

The editorial brought in a number of significant replies from readers of the *AER Journal*. For example, Elmer G. Sulzer, head, Department of Radio Arts, University of Kentucky, wrote:

I believe that this radio conference idea has been run into the ground to such an extent that many such events are now simply publicity efforts of the institutions involved, and have very little

reason for being. I sincerely believe that you and the *Journal* can perform a wonderful service to our membership by concentrating your efforts on such institutions as the Columbus meeting and having little truck with the rest.

Charles A. Roeder, assistant manager, Station WCBM, Baltimore, thought AER should evaluate and recommend conferences—"at least one national and two regional meetings annually." He approved the idea of having a section on station problems in each regional conference, and concluded by raising this question:

Isn't our conferences problem primarily that of bringing ideas of equal stature to the nation as a whole—with time for discussion of the end result of all plans?

A further indication that your Editor was not "off the beam" in his December editorial became apparent when there appeared in the February 19, 1947, issue of *Variety* an article headed: "'Racket' Seen in Rah Rah Boys' Conferences." Some important excerpts follow:

It's understood both NBC and CBS are planning seriously to curtail all acceptances . . . the 1947 delegations of both webs to the Ohio State Institute . . . will be smaller than at any time in a decade. Ohio State is the daddy of all . . . last year over 1,500 persons registered . . .

Broadcasters point out that requests are coming in from remote, hard-to-reach spots like Stephens College in Missouri, University of Texas, University of Washington, University of Oklahoma, and so on. New Hampshire's summer writers confab now expects to add radio as a subject while Denver, Utah, Michigan, and other universities have summer projects in mind.

Have we now reached the time when serious discussion should be engaged in and early action taken on the whole conference question? Is there a very real possibility that to delay longer may result in serious damage to a cause which is vital alike to broadcasters and to educators? And if a decision is called for, who should make it?

In the opinion of this writer, the Association for Education by Radio is the one organization which best represents the combined interests of radio and education. No other organization serving the same field has a membership so large or so representative. If broadcasters have to choose between invitations from the entire nation, should not the AER be the one to designate the national conference and a limited number of regional conferences for official approval? Such an arrangement should insure against exploitation and prevent deterioration in the present high level of excellence of the Columbus Institute.

If there is a better answer, it does not occur to this writer. But an answer of some kind must be found—and soon. There must be no halt in the great strides which have been made in the past in the direction of better education-industry cooperation. We must not allow retrogression to set in.—

TRACY F. TYLER, *Editor*.



# The President's Page

## The Task Ahead

**T**HE FIRST OF MAY finds many citizens making vacation plans. During June, July, and August the publication of the *AER Journal* is suspended, but for us in the radio field today there is no vacation from the task ahead. We who have joined wholeheartedly in the support of UNESCO must use every moment to direct our actions toward the promotion of "peace through understanding." Plans must be made and practical means of accomplishing our goal must be worked out. Whether we are engaged in the building of programs, or in the utilization of broadcasts "on the air," we realize that radio can and will play an important part in the attitude of man toward man.

It is our responsibility to build radio programs, prepare recordings, distribute literature, and direct the attention of those with whom we are associated to the importance of promoting an understanding of the peoples of the world.

March 23-26 marked the meeting of the first general conference called by the United States National Commission for UNESCO and March 26 and 27 the second meeting of the National Commission of UNESCO. During these meetings [where the AER was represented by myself and Robert Hudson of CBS] we were impressed by the earnestness of the delegates to "get to work"—to do all in their power to help in the construction of the highways of peace.

A few especially significant statements from the opening general session address by Dr. Alexander J. Stoddard, superintendent, Philadelphia public schools, provide some indication of the spirit of the Conference:

Reluctantly we are accepting the fact that peace, like war, must also be won through blood and sweat and tears. Co-related to this fact is the realization that wars are not like the inexorable succession of events that we call the seasons. Wars are made by men. They represent a stage in our development as human beings. Wars are the effect of causes and these causes are mortal and are within the control of man.

The last generation of war will be the first generation of people big enough to reach for peace and strong enough to attain their reach.

While men of good will throughout the world now have an agency through which

they may give practical expression to their yearning for peace, UNESCO still remains and always will remain an instrument which will become effective only as it is made so by men and women.

Complacency is one of the most baffling and challenging of all human traits or attitudes. A shrewd Frenchman observed not so many years ago, "*The tyranny of a prince in an oligarchy is not so dangerous as the apathy of a citizen in a democracy.*" The prophet Amos warned, thousands of years ago, "Woe unto them that are at ease in Zion."

It should be kept in mind constantly that the National Commissions were established to help UNESCO by providing a two-way road between the peoples of the countries involved and UNESCO. The Commissions should maintain the highest loyalty to UNESCO, but always as organizations of free men and women. They should not undermine or circumvent UNESCO but do everything possible to build a great respect, founded on knowledge, for what UNESCO is trying to do and is doing.

It is proposed that UNESCO make a definite and carefully planned attempt to reach the schools of the nations and that this be a continuous and constant program. Who knows of any more effective way of reaching the minds of men than through reaching the minds of children and youth? It ought to be possible to reduce UNESCO and its program to a dramatic form that would appeal to the boys and girls in schools everywhere.

Somehow, it is imperative that UNESCO convince the peoples of the world that they must find ways to come together in the realms of education, science, and culture. Possibly the most difficult of these three areas will be that of education. It has been noted that one of the principal purposes for which UNESCO was founded has to do with the collaboration of the members of UNESCO in the development of educational activities. High on the list of priorities in the activities of UNESCO is to "give fresh impulse to popular education and to the spread of culture."

As the powerful forces of technology draw the peoples of the world closer and closer together, they must, if they are not to die, learn how to respect the right of the peoples of the world to be different from one another. It may be that we can learn how to understand and appreciate one another's differences in place of hating everyone who is different from us. Our salvation lies not in trying to remove all the differences among the peoples of the world or killing those who are different from us, but rather in learning how to live peacefully together in spite of our differences.

## For Your Notebook

DESHLER-WALLICK, COLUMBUS

May 1—Executive Committee—7-10 p.m.

May 2—Business Meeting—10-12 noon

May 3—AER Luncheon—12 noon

We heartily endorse what Dr. Stoddard has so earnestly voiced, and we who are concerned with mass communication should be aware of the program UNESCO has outlined for 1947 in that area. We should be willing to aid in these projects:

[1] Exploration of the technical needs of the war-devastated and deficiency countries from a mass communication point of view, and through a commission of experts, finding ways of remedying them.

[2] Provision of scholarships, fellowships, and guest experts with a view to training personnel of deficiency countries.

[3] Circulation between countries of information that will help to develop the use of mass media for education, science, and culture. [This involves the question of setting up information services in the media.]

[4] Motivation of the production of films, broadcasts, and articles on subjects important to UNESCO's work.

[5] Promotion of a wider international exchange of productions.

[6] Determination of the feasibility of setting up a committee of experts to consider proposals for an International Radio Network.

[7] Establishment of a committee of experts to advise on the supply of program material for broadcasting facilities given to UNESCO by broadcasting companies.

[8] Creation at UNESCO of the Director-General's Advisory Committee on Copyright. This is a matter of special interest to all aspects of UNESCO's activity.

[9] Participation in three International Conferences which deal with subjects affecting the flow of information between countries, namely: Postal Union, Telecommunications, and [United Nations] Freedom of Information.

[10] Cooperation with the United Nations and its organs.

**This is the task ahead!** Will you give your earnest attention to the promotion of practical ways through which people may learn to live together as free men; will you send us your ideas; will you make your contribution to peace and understanding?—KATHLEEN N. LARDIE.



# Outstanding Speakers at Columbus Institute

**A** GLAMOROUS BRITISH "BRAINTRUSTER" and, at 32, a member of the BBC Board of Governors; a national CIO leader, a rising young radio columnist, more than half the Federal Communications Commission membership, network executives, and about three dozen college presidents are among the many personalities whose names highlight the program of the 1947 Institute for Education by Radio being held for the 17th year under the auspices of Ohio State University in Columbus May 2-5.

Barbara Ward, youthful feminine member of the British Broadcasting Corporation's control group, foreign editor for the *London Economist* and a regular member of the famous BBC *Brains Trust* program, will be the Institute dinner speaker and will talk on "Radio in One World."

The "Radio and Labor" meeting, which has a general session to itself for the first time in history, will feature James B. Carey, secretary-treasurer, CIO; and Phil Newsom, radio editor, United Press; under the chairmanship of Morris Novik, radio consultant. Another press and network representative also will appear on this panel.

President John J. Tigert of the University of Florida and George D. Humphrey of the University of Wyoming will head a list of at least thirty presidents and deans of state and private schools and colleges which have indicated they will attend or send representatives to the "Radio and Higher Education" general session.

Other personalities new to the OSU Institute roster will be Fred Bate, manager, International Department, NBC, who will inject the daily broadcaster's view into the UNESCO general session; John Crosby, young radio editor, *New York Herald Tribune*, whose witty reviews of various radio shows won him nationwide attention several months ago in *Time Magazine*; Mrs. Louise Dyer, founder of the Lyre-Bird Press of Paris, which issues internationally known educational records; Howard LeSourd, director of the Institute for Democratic Education, who will direct the "Radio and Minorities" group, and Howard London, radio director, National Foundation for Infantile Paralysis, who will chair the ses-

sion on Problems of National Organizations.

Traveling from London especially for the four-day affair will be Mary Somerville, supervisor of school broad-

casts, British Broadcasting Corporation.

Crossing the continent for participation in various panel sessions will be Hale S. Sparks, radio administrator,

## Columbus Institute Highlights General Sessions

**Friday, May 2, 8:00 p.m.**

What Is Public Interest, Convenience, and Necessity?—A Symposium

*Presiding*, IRWIN JOHNSON, director of public service, WBNS, Columbus

CLIFFORD J. DURR, Commissioner Federal Communications Commission

CHARLES SIVERTON, Program Director, Stromberg-Carlson Co.

CHARLES MORTIMER, vice-president in charge of advertising, General Foods Corporation

EDWARD R. MURROW, vice-president, Columbia Broadcasting System

ROBERT K. RICHARDS, editorial director, *Broadcasting Magazine*

**Saturday, May 3, 9:30 a.m.**

UNESCO's Role in Radio and Films—A Panel Discussion

*Presiding*, I. C. BOERLIN, Pennsylvania State College, and president, Educational Film Library Association

*Address*, HOWARD WILSON, Carnegie Endowment for International Peace

HERBERT ABRAHAM, UNESCO Relations Staff, United States Department of State

FLOYD BROOKER, U. S. Office of Education; specialist on educational films at London and Paris Conferences

ARNO HUTH, authority on European and International Broadcasting, Geneva and New York City

R. S. LAMBERT, Canadian Broadcasting Corporation; formerly counsellor on radio for UNESCO

G. L. CARNES, Liaison Officer for UNESCO

I. KEITH TYLER, director, Institute for Education by Radio, *Discussion Chairman*

**Saturday, May 3, 12 noon**

Open Luncheon, Association for Education by Radio

**Sunday, May 4, 12:15 p.m.**

Radio and Higher Education—A Panel Discussion

*Presiding*, HOWARD L. BEVIS, president, Ohio State University

*Origination of University of Chicago Round Table*: "The Social Responsibilities of Radio"

*Address*, "What Can the Colleges and Universities Do?" LYMAN BRYSON, counsellor on public affairs, Columbia Broadcasting System

G. D. HUMPHREY, president, University of Wyoming

CHARLES SIEPMANN, chairman, Department of Communications, New York University

JOHN J. TIGERT, president, University of Florida

RAY C. WAKEFIELD, commissioner, Federal Communications Commission

JUDITH C. WALLER, director of public service, Central Division, National Broadcasting Company

E. W. ZIEBARTH, educational director, Central Division, Columbia Broadcasting System

KENNETH BARTLETT, director, Radio Workshop, Syracuse University, *Discussion Chairman*

**Sunday, May 4, 3:30 p.m.**

Radio and Labor

*Presiding*, MORRIS NOVIK, radio consultant, New York City

**Sunday, May 4, 7:30 p.m.**

Annual Institute Dinner

*Toastmaster*, EDGAR KOBAK, president, Mutual Broadcasting System

*Address*, "Radio in One World." BARBARA WARD, member, Board of Governors, British Broadcasting Corporation; and foreign editor, *London Economist*

*Music*, COLUMBUS BOY CHOIR

**Monday, May 5, 2:00 p.m.**

Should Radio Have An Editorial Policy?—A Symposium

*Presiding*, I. KEITH TYLER, director, Institute for Education by Radio

JAMES LAWRENCE FLY, American Civil Liberties Union, New York City

ALLEN SAYLER, radio representative, United Auto Workers-CIO, Detroit

PAUL SPEARMAN, attorney, Washington, D. C.

PAUL WALKER, commissioner, Federal Communications Commission

University of California, who will be one of the speakers in the "Radio and Adult Education" session; Paul Sheats, also of UC, who will chair the adult education meeting; and William Sener, director, Station KUSC, University of Southern California, who will speak on the "FM Educational Stations" panel.

The music panel, chaired this year by Abram Chasins of Station WQXR, will include Dr. Franklin Dunham, chief of radio, U. S. Office of Education; Charles R. Delafield, supervisor, International Exchange Broadcasts, Canadian Broadcasting Corporation; Sylvan Levin, music director, Station WOR; Ted Cott, Station WNEW; and Burton Paulu, manager, Station KUOM, University of Minnesota.

An unusual amount of interest has

been generated in the "Children's Programs" panel this year because of renewed parent protests on the kind of radio fare available for youngsters.

Dorothy Gordon, moderator for the *New York Times* "Youth Forums," is chairing the 1947 sessions on "Children's Programs" and has lined up ten experts from varied fields to answer the question: "Is Radio Meeting the Needs of Our Children?"

Taking a swing at the question will be Edgar Kobak, president, Mutual Broadcasting System, representing the networks; Edward M. Brecher, general manager, Station WQQW, Washington, D. C., representing a local station; Dr. Iago Galdston, New York Academy of Medicine, representing psychologists; Mrs. James C. Parker, vice-president, National Congress of

Parents and Teachers and president, National Camp Fire Girls, parents; Olga Druce, producer-director, *House of Mystery*, representing an advertising agency; James Macandrew, coordinator, Station WNYE, the Board of Education station in New York, education; Josette Frank, staff advisor, Children's Radio Committee, Child Study Association of America, parent education; the Reverend Everett C. Parker, director, Joint Religions Radio Committee, religion; Albert N. Williams, radio editor, *Saturday Review of Literature*, radio editors; Dr. Julius Yourman, director of research and counseling, New York State Division of Veterans Affairs, representing sociologists; and Marcelle LaMonte, coordinator of radio, General Mills, Inc., sponsors.

## Problems Radio Poses to a School Superintendent\*

THE APPLICATION OF RADIO TO EDUCATION is still in the infant stage. However, the next decade promises to become a period of surprising expansion and adaptation. As the head of a school system now in the process of building and installing its own FM radio station, the writer is in a position to express himself with some degree of authority on the problems which have to be faced and surmounted.

The over-all problems facing a superintendent of schools fall into many areas:

**Problem of Initiation**—This problem involves the value of radio in education and building up local financial support and backing. It means securing the support of one's own Board of Education and its pledge to finance the station. If a local board of education has to go to the voters for the money or secure approval from a board of school estimate in which the board of education is a minority, then it is all the more necessary to secure public support and backing when the school budget is submitted for adoption.

**Securing Broadcast Rights**—The securing of a license for an educational broadcast station from the Federal Communications Commission is not the relatively simple task which this writer originally assumed. The working out of the application alone is a job which

will require plenty of patience and expert help. In the case of the effort of the Newark school system to secure a license, two applications filed with the Federal Communications Commission five months apart were rejected on technicalities. Only the personal encouragement of Dr. John W. Studebaker, U. S. Commissioner of Education, kept the present speaker from giving up what appeared to be a hopeless quest. In fairness to the Federal Communications Commission, it must be said that the application was made during the war years when the Commission was in need of additional expert personnel. Today, applicants representing educational systems and institutions can receive direct help and guidance in overcoming the trying obstacles which must necessarily be part of the application. In the case of Newark, it required the filing of a third application supported by voluminous data before the construction permit was eventually granted.

No application for a radio station can be successfully processed without the expert direction of a radio engineer. One professional engineer asked a fee of \$1500 just to make out our application and prepare it for Washington. Eventually, a radio engineer was found on our staff in the person of the head of the science department of Central Commercial and Technical high school. He will be the consulting engineer of the station for the future.

The Newark station is being built in the Central Commercial and Technical high school. It is now in process of construction. The supporting data for the application required that four different maps be made: [1] topographical map, [2] service area map, [3] contour map, [4] civil aeronautics administration map—of the territory of New Jersey within a radius of 15 miles of Newark. These maps had to locate exactly every school and educational institution within Essex County and indicate the varying altitudes as well as the heights of the tallest buildings. This job, which took three months to complete, was done by members of the superintendent's staff included in which were two trained engineers. When the application was ready for submission to the Federal Communications Commission, letters of endorsement and recommendation from the presidents of all colleges and universities in the area were appended, together with an endorsement from the County Superintendent of Schools.

One of the greatest sources of help in the planning for the radio station was Commissioner Studebaker, who lent his personal assistance as well as that of his office in guiding and directing the application for presentation in Washington.

**Constructing the Station**—At the present time the antenna has been erected in the towers of the Central Commercial and Technical high school and the transmitter is now being in-

\*An address delivered before the American Association of School Administrators, Atlantic City, New Jersey, March 3, 1947.

stalled. For the past year the most pressing problem has been the scarcity of receivers for the schools. Receivers at the present time are practically impossible to obtain, those on the market being priced so high as to make their present purchase out of the question. It might be remarked that for more than a year we have been endeavoring to secure receiving sets through both the Army and Navy under surplus war commodities, but every promising clue has evaporated into thin air when it has been traced. Within the next three months, it is our hope to be able to purchase from 150 to 200 FM receiving sets for the schools. One nationally recognized manufacturer has indicated that school receivers will be available shortly at a reasonable price.

Preliminary to the establishment of the station has been the work of the architects in planning the set-up. The Newark station will include two studios, workrooms for the staff, and a recording room. It is our plan eventually to establish a broadcast room in the central office of the Board of Education, which adjoins the City Hall. Also, we anticipate for the future the construction of four sound-proof recording rooms in school buildings in different parts of the city, so as to facilitate the participation of students and teachers in the recording of worthwhile activities.

#### **Cooperation with Colleges and School Systems of Essex County—**

The City of Newark, with a population of 429,000, is the business and industrial center of Essex County which is made up of 13 municipalities. Within this very restricted area are 8 colleges and 13 school systems. As part of the original plans for the station, we intend to share broadcast time with institutions and school systems which desire to make the arrangement, on condition that they share in the costs. Through such a plan operating costs should naturally be reduced. At the present time, some neighboring school systems are laying out broadcast and recording studios so that when the Newark Board of Education radio station is operating these school systems will be able to be coordinated with ours without serious obstacle.

In like manner, we shall offer broadcast time to recognized Newark institutions such as the Newark Public Library and the Newark Museum for the presentation, on regular schedules, of

educational and cultural programs of their own planning.

#### **Determination of Programs Scope**

—This particular problem has required a great deal of thought and consideration. In our system it has been resolved as follows: In general, broadcasts will fall into three categories: [1] programs primarily intended for school reception and use; [2] programs from the educational system intended primarily for the homes of the community; [3] programs of educational or cultural value to both the schools and the community.

The first type of program would embrace model lessons—on all levels and in all subjects or areas, music of school choral groups, bands, and orchestras, transmitted either direct or through recordings of original concert programs; official talks and directives intended for school faculties after regular school hours; programs for classroom application by teachers and pupils from Newark Public Library, Newark Museum, Newark Art Club, Department of Health, Department of Public Safety, Department of Parks and Public Property, etc.; re-broadcast of selected programs of educational or cultural value from the commercial field of radio.

The second type of program [the program from the educational system to the homes] would embrace all types of musical programs, either direct or through previous recordings; dramatizations; exhibitions of speech work; debates and forums by pupils, teachers, or lay persons; interpretation of school aims and accomplishments in the teaching of art, home economics, arts and crafts, science, mathematics, social studies, English, foreign languages, health, recreation, physical education, adult education, character-building, community good will and understanding, child care, etc.; interpretation of the functions of various special services, special schools, the opportunities offered by the Newark Public School of Fine and Industrial Art, etc.; talks by members of the Board of Education, the Board of School Estimate, the Superintendent and his assistants in exposition of the school budget, school finance, the building and maintenance program, major school policies, questions and answers, etc.

A third group of typical programs [intended both for the schools and the community] might include programs of the parent-teacher associations, the City Planning Commission, the New-

ark Housing Authority, the Newark Public Library, the Newark Museum, and the Newark Art Club. The various departments of the city government might have access to the facilities of the station in seeking community cooperation in programs of public welfare; for example, campaigns for cleaner streets, better health, improved safety practices, etc. The broadcast of basketball and football games, as well as other school sports, might logically find a place in the service.

**Financial Needs**—The operation of a school radio station necessarily involves a demand for additional financial outlay by the school system. Money must, therefore, be placed in the school budget. The validity of the expenditures involved must be appreciated by the Board of Education which is to support the innovation. The success of such a venture is dependent upon public support for the favorable position taken by the Board. The most direct way to achieve public support for the need of a progressive instrument of education is through advance publicity and education. In Newark, we have moved to reach this end through the parent-teacher associations, through the city newspapers, and the local radio station. The commercial radio stations have been found most cooperative. Educational radio stations of the vicinity are anxious for cooperation with our school radio station. They hope to use much of the material which will stem from the school station. Likewise, the schools expect to utilize, either direct or through recordings, many programs which are initiated in the commercial stations.

As to investments and operating expenses: The Newark Board, on its own initiative, earmarked \$35,000 to install the station. For the current year, we have \$18,000 in the budget for operating expenses. It is anticipated that the maximum operating budget of the station will not exceed \$35,000 per annum in the future.

**Personnel Required**—If educational radio stations are to be effective in reaching and holding the public, expert professional talent must be employed in certain key positions. It seems reasonable to deduce, therefore, that the personnel shall be a combination of both professionally experienced radio personnel and teachers who are to become trained and experienced on the

[please turn to page 136]



# INDIANAPOLIS IS

Radio in Indianapolis appreciates the valuable help of the Indiana Chapter of the AER in performing public service.

We heartily endorse the ideals of the AER and the effective manner in which it affords closer cooperation between broadcasters and educators.

It is a privilege for us to belong to this Association as Institutional members, and to assist in every way possible in bringing to our Indiana listeners the Educational Programs which will best meet the needs of our people . . . needs which the Association interprets readily for us in terms of practical radio.

*Institutional*  
**INDIANA CHAPTER**  
**ORGANIZED IN INDIANAPOLIS**

PRINT IN BINDING



# 100% FOR THE AER

## WABW

"Our first live talent FM broadcast, on our inaugural program Oct. 1, 1945, was produced by the President of the Indiana Chapter of the AER with a group of Arsenal Technical High School students. Since then our studios have been used regularly by AER groups. We appreciate AER's enthusiastic support of FM as an outlet for educational broadcasting."—R. M. CRANDALL

## WFBM (CBS)

"Radio Station WFBM congratulates you for past successes, and promises to assist in the future endeavors of the Association for Education by Radio."—HARRY M. BITNER, JR.

## WIBC (MBS)

"We feel that professional commercial broadcasters and the instructors in our schools, colleges and universities have a community of interest in fitting students for service to their nation through broadcasting. We are interested in AER because here we can associate and exchange ideas with those instructors who are giving basic training to tomorrow's radio professionals—the constantly needed 'new blood' of the broadcasting industry."—GEORGE C. BIGGAR

## WIRE (NBC)

"We heartily subscribe to the idea of the AER and its fostering of closer cooperation and better understanding, so that our Educational programs become better 'radio' and more fruitful of desired results."—REX SCHEPP.

## WISH (ABC)

"Cooperation with AER members has provided WISH with immeasurable help in the broadcast of public service programs. Today our public service programs are more interesting and better produced, thanks to the AER. Consequently we schedule these programs in our best available times where they will attract more listeners and do a better job for both the civic organization arranging the broadcast and the station."

—C. BRUCE MCCONNELL.

*Institutional Members*

## MEMBER OF THE AER

INDIANAPOLIS APRIL 27th, 1944

job. Professional school people are the ones to interpret the curriculum, the community, the activities of the school, the objectives of education, and the educational messages which the school hopes to send out to the community. However, these same teachers may fail utterly if they proceed solely as amateurs and classroom experts. The professionally experienced radio personnel, on the other hand, is in a position to assist the teaching personnel in pointing up programs—suggesting approaches, directions, and techniques of presentation which the inexperienced teacher would overlook.

In other words, the staff of a successful educational radio station must consist of a combination of experienced professional radio workers and a complement of teachers who are to learn as they gain experience.

In Newark, we plan to start modestly; to experiment considerably; to learn from others; and to gain in proficiency as we gather experience.

**Laying the Groundwork**—No school program can operate successfully today without the full and complete support of the teachers. In moving into the field of radio, the superintendent appointed a representative committee consisting of members of the central office staff, principals and teachers of the various levels—senior high school, junior high school, elementary school, and supervisory staff—fifteen in all, which was authorized by the superintendent to proceed with the study of radio in its application to the school from every angle. This committee has done valiant work, having broken up into sub-committees to which they have assigned areas of investigation and study.

It is manifest that successful radio work has a specialized technique which must be developed. The teachers of a school system cannot hope to master this technique over night. The great question before us in Newark has been how to give our teachers direction and experience in the writing of scripts and in the execution of radio programs which would give them confidence for the time when they themselves would have to take over. Accordingly, the Newark Schools Radio Committee worked out arrangements with local radio station WAAT under which the station agreed to let our teachers go in for study, observation, and research. The station further allocated a broad-

cast period for the schools on Saturdays from 11:30 to 11:45 a.m., assisting us in the preparation of the original broadcast to be presented and eventually letting our own teachers take over the full preparation and execution. During the past year a series of programs advertised under the caption *Newark Goes to School* has been most beneficial. During the current year the Newark school system is cooperating with the Newark Public Library jointly in *They Stride the Land*—a series of broadcasts of legendary heroes of America.

In line with the extension of experience to our Newark teachers, L. Bamberger & Company cooperated with the Newark public schools in May of last year throughout one week of periods in television, in which dramatics, choruses, discussions, etc., were televised.

#### **Conditioning Staff and Students—**

This is a much involved task which requires months of study, research, and preparation. In Newark we have proceeded to the solution of the problem through the following approaches:

[1] The establishment by the Superintendent and the Board of Education of a recognized department of radio under which radio was combined with the department of libraries and visual aids. This expanded department is now known as the Department of Libraries, Visual Aids, and Radio.

[2] Publication of a mimeographed radio bulletin by the department for distribution among teachers.

[3] Two intensive studies by the city-wide radio committee: Report for Individual School Committees; and Utilization of Radio in the Classroom.

[4] Recognizing the problems of teacher training, the committee was instrumental in having the State Teachers College at Newark offer two courses in radio for teachers: Radio Script Writing—by Frank Ernest Hill of CBS; and Utilization of Radio in Education—by Alice Sterner. A Radio Workshop was established, the opportunities of which were offered free to teachers by the department.

[5] Weequahic high school offered for diploma credit a course in Radio Workshop for students. This involved the history of broadcasting, script writing, radio acting, use of sound effects, and so on.

The West Side High School Radio Club became very active, many mem-

bers participating in the programs presented by the Newark school system.

The Newark Schools Radio Workshop was instituted for the young people of our seven high schools. These students are now selected by their English and dramatic teachers on the basis of dramatic ability, good speech [diction], and ability to read intelligently and interpret what they read. Workshop members receive instruction in microphone techniques and studio manners, voice control and diction, studio behavior, taking directions from director, use and production of sound effects, dramatic interpretations.

A further step in teacher education has been the special radio service rendered to the Newark schools by the Department of Libraries, Visual Aids, and Radio. This service has involved the following:

- [1] Reference and circulating files on radio in education including
  - Sample scripts from other educational radio stations; also from commercial stations
  - Sample teachers' Manuals for educational radio series
  - Sources of recordings and transcriptions
  - Pamphlets and periodicals dealing with all phases of educational radio
  - Bibliographies on educational radio
- [2] Radio Workshop materials
  - Radio Workshop Handbook [being revised]
  - Sample exercises for speech [diction] improvement
  - Sample lesson plans for Radio Workshops
- [3] Aids to the script writer
  - Mimeographed materials available to any teacher preparing a radio script
  - Directions for Script Writers
  - Suggestions for Teachers Preparing Radio Scripts
  - Script Form—with notes and samples
  - Bibliography on Script Writing
  - Collections of published scripts
  - Also, sample scripts and program recordings
- [4] Personal services—by appointment. A member of the department is available for Script conferences with any teacher preparing a script for WBGO
  - Planning conferences with supervisors and heads of departments for program series
  - Visits to school Radio Workshop leaders
  - Talks on educational radio to interested groups

For the present series of programs, program notes for each broadcast are available for any teacher or librarian.

**Conclusion**—Education has been slow to grasp and utilize the possibilities of radio in promoting the mission of the school; however, the development of FM radio has opened a new

vista and the days of action are at hand. Within the classroom, radio will serve as a supplemental medium and stimulant to both the teaching and the learning processes, the same as books, maps, and visual aids. On the other hand, it will never take the place of study, concentration, and work. It will, when properly utilized, provoke the play of

interest, which should be dominant in any learning situation. Let us hope that educational radio will become a means of improving the slovenly speech of so many American youth and do its share in eliminating much of the crass and coarse models of expression which characterize a goodly part of present-day commercial programs.

From the standpoint of improved public relations for education, the field is unlimited and the opportunities unsurpassed. Radio comes as a challenge to educators to use it to its full capacity in the development of better schools, better students, and better communities. —JOHN S. HERRON, superintendent of schools, Newark, New Jersey.

## The Opportunity for a Free Radio through FM\*

THE CONSULTING RADIO ENGINEERING FIRM of which I am a partner has just carried in the major broadcast trade magazines full page advertisements which read as follows:

The future of American Broadcasting depends upon the untrammelled development of FM.

Properly allocated with adequate spectrum space and free of unnecessary restrictions FM possesses the following remarkable advantages over AM:

[1] FM can deliver larger coverage areas from single transmitters than can be obtained from any of the existing AM stations except a small percentage fortunate enough to enjoy unusually favorable assignments.

[2] FM offers the opportunity to cover areas of any size on an economical basis by the use of automatic interconnection.

[3] FM stations enjoy the same coverage areas at night as in the daytime.

[4] FM provides high-grade reception free of noise and interference throughout the areas served, thereby for the first time offering the opportunity for truly high-fidelity reception to large numbers of listeners.

[5] FM can provide a truly American system of broadcasting in which competition will be between programs for listeners and not between broadcasters for facilities.

To explain as fully as possible why FM possesses these five remarkable advantages over AM and what the public service implications of these advantages are, necessitates some elementary consideration of the basic differences which exist between FM and AM. The term FM refers of course to frequency modulation broadcasting and the term AM to amplitude modulation broadcasting.

First, let us concern ourselves with some of the simple technical characteristics of AM and FM systems. In the reception of programs from a desired broadcast station it is necessary that the strength of the radio signal received from that station at the listener's radio set be sufficient to over-ride the intensity of static, electrical noise, and the interfering effects of signals from unwanted stations. The great inherent limitation of AM is the tremendous preponderance of intensity which the

desired signal must have if it is to over-ride these interfering disturbances.

Expressed in quantitative terms the ratio of desired signal to disturbance must be at least 100 to 1 if reception is to be clear and satisfactory. This severe requirement, while it imposes drastic allocation limitations in the daytime, is of even greater importance at night. This is because at night in the band assigned to AM the peculiarities of radio propagation cause signals to travel great distances. Therefore, at night it is common practice to find AM broadcast stations on the same channel, separated by 500 to 1000 miles or even more, severely restricting the coverage areas of each other by their mutual interference.

The present AM allocation structure now consists of 106 channels occupying the spectrum space between 555 and 1605 kilocycles. To secure the widest possible coverage without interference, some of these channels have been designated as clear channels and at night are occupied by only one station each. The others are designated as shared channels, used by a number of stations and, therefore, capable of delivering only limited coverage.

Broadcasting has become a highly profitable business and an extremely popular activity. It has in the past and still does render great public service. Therefore, the Federal Communications Commission is under constant pressure to grant more and more licenses to new stations as well as pressure from existing stations to secure more favorable assignments which will give them greater coverage. The two-horned dilemma of AM broadcasting is simply this: Shall we have more stations with less and less coverage per station or fewer stations with greater coverage per station?

With regulation of broadcasting in the hands of a government responsive

to the pressure of public opinion as is the case in this country, it is natural that the trend should be towards more and more stations with less and less coverage per station. Therefore, what is taking place today as a result of yielding to the demand for more facilities is a constant deterioration of the size of the coverage areas of existing stations to the point where the coverage obtained by each is gradually growing less and less.

Since the demand for new AM facilities exceeds by far any reasonable supply it is obvious that if the Commission grants to one applicant the right to establish a station, of necessity it is denying that right to others. As a result there has grown up in this country a philosophy of regulation based upon the principle that it is not only the right but the duty of the federal government to see to it that existing stations operate in what the radio law defines as the "public interest, convenience, and necessity." Regulation of broadcasting in the "public interest, convenience, and necessity" is interpreted to mean the establishment and maintenance by government of standards prescribing the kinds of programs broadcast stations disseminate. Under this philosophy can there exist in this country such a thing as a "free radio" in the truest sense of the words, particularly if the term "free radio" is interpreted as meaning a broadcasting system entirely free of control or influence by government with respect to program content?

Freedom of speech guarantees to anyone the right to hire a hall, collect an audience, and, within the bounds of decency, say anything he chooses. Freedom of press permits anyone to start a newspaper or magazine and within reason to publish in it anything he wishes. Does this situation exist in broadcasting today? I know of no better place to look for an answer than

\*An address before the School Broadcast Conference, Chicago, October 23, 1946.



at the decisions of the Federal Communications Commission which bear upon this point. In its findings following a hearing on the renewal of license for Broadcast Station WAAB [Docket 5640] the following statement appears:

... It is equally clear that with the limitations in frequencies inherent in the nature of radio, the public interest can never be served by a dedication of any broadcast facility to the support of his own partisan ends. Radio can serve as an instrument of democracy only when devoted to the communication of information and the exchange of ideas fairly and objectively presented. A truly free radio cannot be used to advocate the causes of the licensee. It cannot be used to support the candidacies of his friends. It cannot be devoted to the support of principles he happens to regard most favorably. In brief, the broadcaster cannot be an advocate. [FCC Reports, Vol. 1, page 340]

A newspaper editor or public speaker can be as partisan as he chooses. He *can* support the candidacies of his friends. He *can* support the principles he happens to regard most favorably. In brief, he *can* be an advocate. These rights are guaranteed to him by the Constitution. Apparently, however, the broadcaster can do none of these things. The reason usually given for restricting and regulating the program activities of broadcast stations is, of course, "the limitations in frequencies inherent in the nature of radio."

It is obvious that with the number of broadcast outlets limited to those which can be accommodated within the confines of the AM band, broadcasting could never be free in the way that we have freedom of speech and a free press. So long as a government agency to prevent interference grants station licenses to some and at the same time denies licenses to others we may expect that the program activities of stations will be regulated in what is loosely defined as the "public interest, convenience, and necessity." The only reasonable quantitative definition I have ever heard of this term was given me by a friend who said: "'public interest, convenience, and necessity' is what four members of the Federal Communications Commission think upon a particular subject at a particular time."

The acceptance of this coldly realistic but legally correct characterization of the most important statutory yardstick in the radio act is no reflection upon those in authority who are trying to discriminate between applicants for stations on the basis of the kinds of broadcast programs they today believe the public should receive. It is merely a statement of the inevit-

able result of confining broadcasting to a system the outstanding characteristic of which is limitation of physical facilities. The logical end point of the current trend can be nothing short of the ultimate complete control of program content by government.

It is my thesis that the establishment of a truly free American system of broadcasting in this country requires the creation of an allocation structure sufficiently extensive to be capable of providing enough stations with adequate coverage to permit the issuance of broadcast station licenses to all who within reason desire to operate them. Only the creation of such an allocation structure can provide for a "free radio" in the fullest sense of the words. Only the creation of such an allocation structure and its adequate protection by law can provide a medium in which the character of broadcast programs is free of government restraint and control. In short, the future of American broadcasting as a public service is inevitably dependent upon the technical potentialities of the art.

AM broadcasting can never provide a truly "free radio." FM can. Let us see how.

I have emphasized the need for an overwhelming preponderance of radio signal strength over noise and interference at the receiving set if satisfactory AM reception is to exist. This preponderance of signal over interference is not necessary with FM. With FM, if the ratio of signal strength from a desired station to that of noise and interference is only 2 to 1 or better, then reception will be as satisfactory or more satisfactory than with AM where the ratio is 100 to 1. This then, is the fundamental difference between FM and AM, namely the difference between 2 to 1 and 100 to 1 in the required ratio of signal to disturbance for good reception.

There is a second advantage which FM holds which contributes to its superiority. This is the fact that on the frequencies assigned to FM the long-range sky-wave effects so troublesome in AM are almost entirely absent. This makes possible practically an almost unlimited duplication of assignments upon a single channel. There are other contributing advantages which I do not have time to enlarge upon. For instance, in a single area in AM broadcasting only one in every four channels in the spectrum can be used re-

gardless of freedom from co-channel problems involving other parts of the country. In FM broadcasting, under the same conditions, every other channel can be used in the same locality.

Bearing in mind that the principal basic difference between FM and AM is the difference between a required ratio of signal to disturbance for satisfactory reception of only 2 to 1 for FM as contrasted with a required ratio of 100 to 1 for AM, let us refer back to the five remarkable advantages FM possesses over the present AM system.

[1] FM can deliver larger coverage areas from single transmitters than can be obtained from any of the existing AM stations except a small percentage fortunate enough to enjoy unusually favorable assignments.

A 20,000 watt FM station with an antenna 500 feet above surrounding terrain will deliver adequate rural service over an area having a radius of approximately 60 miles. Even a 250 watt station with an antenna 250 feet above surrounding terrain will have a high-grade rural service area with a radius of approximately 30 miles.

[2] FM offers the opportunity to cover areas of any size on an economical basis by the use of automatic interconnection.

Technically, it is possible to go to the outskirts of the coverage area of an FM station and by the use of a special but a comparatively simple installation receive that program with sufficient clarity to rebroadcast it on another channel. This process may be repeated at the outskirts of the coverage area of the second station, and so on. This type of operation has already been demonstrated.

[3] FM stations enjoy the same coverage areas at night as in the daytime.

The advantages of such a system need no further comment.

[4] FM provides high grade reception free of noise and interference throughout the areas served, thereby for the first time offering the opportunity for truly high-fidelity reception to large numbers of listeners.

The reaction of the broadcast listener to noise and interference in AM reception causes him to adjust the tone control of his receiver to eliminate the higher audio frequencies. While this tends to minimize the effect of disturbances it at the same time destroys the possibility of true fidelity. The noise-reducing property of FM makes this adjustment of the tone control unnecessary thereby permitting truly high-fidelity reception to a sufficiently large number of listeners to justify the broad-



caster in producing and transmitting high-fidelity programs.

[5] FM can provide a truly American system of broadcasting in which competition will be between programs for listeners and not between broadcasters for facilities.

This potentiality of FM transcends all the others. I have already pointed out how FM permits the almost unlimited duplication of a single channel throughout the country and directed attention to the possible use of alternate channels in the same general area. At present FM is assigned the space between 88 and 108 megacycles. Evidence is accumulating to the effect that although this space will provide for many times the number of stations as can the present AM allocation struc-

ture, it will not be enough. Therefore, to establish a truly "free radio" more channels will have to be assigned to this service. This can be done.

Properly allocated with adequate spectrum space and free of unnecessary restrictions, FM can provide the basis for a truly American, free broadcasting system. The creation and maintenance of a "free radio" in this country is a matter of prime concern if our American way of life is to be preserved. In fact, the importance of broadcasting as a means of influencing public thought is such that without a free radio, free speech and a free press cannot long endure.—C. M. JANSKY, JR., consulting radio engineer, Washington, D. C.

## Radio Workshop

### WTOP—Catholic University

With the cooperation of Catholic University, WTOP-CBS sponsors its second annual Radio Workshop beginning June 30.

Directed by Hazel Kenyon Markel, WTOP's director of community service and education, the Radio Workshop offers a six-week course during the Summer Session in radio fundamentals, writing, and production. Full graduate credit is given for the course.

Registration for the workshop will be limited to fifteen students who have completed at least one year of college and who submit a satisfactory dramatic radio script.

Faculty members include Mrs. Markel for the subject of Radio Fundamentals and Orientation; WTOP program manager Richard Linkroum who will teach Radio Production; and Catholic University faculty members Leo Brady and Walter Kerr who will instruct courses in Radio Writing and Theory of Drama.

Further information on the Workshop may be obtained from Leo Brady, Catholic University Drama Department.

### New York University

The twelfth annual Summer Radio Workshop of New York University is scheduled for the six weeks from June 30 to August 8. Robert J. Landry, chief of the writing staff, CBS, is the director, as he has been for the last three years. The teaching staff includes: Theodore Huston, Radio Department, Rutherford and Ryan; Wallace House,

veteran radio actor; Lawrence Menkin, free-lance radio writer; Millard Lampell [*The Lonesome Train*, *The Long Way Home*, etc.]; Burton Paulu, manager, station KUOM, University of Minnesota; and Leon Goldstein, Station WMCA [New York].

Special lecturers include Frank Mullen, vice-president, NBC; Davidson Taylor, vice-president in charge of programs, CBS; Robert K. Richards, former editor, *Broadcasting Magazine*; Arnold Hartley, program manager, Station WOV [New York]; Harry Ackerman, vice-president, Young and Rubicam Agency; Connie Lembcke and Joseph Julian, actors; James F. Macandrew, manager, New York City Board of Education FM station WNYE; Frances Farmer Wilder, in charge of women's programs, CBS; etc. Professor Warren Bower is the administrator in charge of the Workshop for the University. Enrollment for the summer's work is limited to sixty students.

### Miami University

Since 1942, Miami University, Oxford, Ohio, has offered to speech majors the opportunity to concentrate in the field of radio. They have been able to study radio theory and practice, radio speaking, radio program planning and production, and radio dramatic production.

Beginning in the fall of 1944, Miami University has presented a daily broadcast [Monday through Friday] over station WMOH. The aim of the programs is to inform; they are 15 minutes

in length; students announce and perform the engineering duties; and, in the case of some of the programs, the students also write and direct.

Miami University is a member of the Intercollegiate Broadcasting System and expects to have a campus station [wired wireless] in operation before summer. With the new outlet, students will have a greater opportunity for practical work in all phases involved in radio station operation.

A new curriculum in radio leading to the bachelor of science degree will go into effect in the fall of 1947. Four new courses will be offered, beginning with the opening of the Summer Session, June 16: radio continuity writing, radio news writing, radio dramatic writing, and dynamic phonetics.

Students of radio are encouraged to take courses in physics, speech, composition, language, literature, music, marketing, accounting, aeronautics, psychology, economics, government, and history as a part of the broad training which Miami feels is necessary in the radio field.

### Mohawk College

Mohawk College, Utica, New York, which opened its doors in October, 1946, as one of the Associated Colleges of Upper New York, has been operating a Radio Workshop since November. Fifty students reported for the first meeting of the Workshop, which is under the direction of Herbert M. Golden, radio adviser, Department of Public Relations.

The two Utica radio stations, WGAT and WIBX, have each contracted for a continuous program series. The former picks up a weekly fifteen-minute program from the college theatre every Wednesday, and the latter presents from its studios a fifteen-minute original dramatic program every third Wednesday.

Among the radio productions which were broadcast during the first four months of the Workshop were two college band programs, two round table discussions, a veterans guidance program, a philosophy program, and two original dramatizations.

The Mohawk Workshop is a trial member of the Intercollegiate Broadcasting System, and expects soon to supplement its present one microphone and amplifier with turntables, recording units, record library, and other necessary broadcast-rehearsal equipment.

# Educational Stations

## KCVN, College of the Pacific

The radio department of the College of the Pacific, Stockton, California, plans to start the Summer Session in the new quonset radio building and begin broadcasting from the non-commercial, educational FM Station, KCVN.

At present, and for the past year, the department has been operating from the confiscated dining room, kitchen, and maid's quarters in one of the sorority houses on the campus. This has put limits on all activities, but it has been possible, nevertheless, to maintain a fully equipped studio and to release programs through the local ABC affiliate, Station KWG, and stations in Lodi and Modesto.

The College of the Pacific prides itself on having the most active radio workshop on the West Coast. We have the Radio Workshop that works, producing an average of fifteen programs a week, which include a dramatic program, *Radio Stage*; a program drawing on the talent of the College Conservatory of Music, *Pacific Musicale*; two of our old favorites, *Beside the Bookshelf* and *Chapel Chimes*; *Pacific Prevues*; and *Pacific Symposium*.

This semester the workshop has also started on *Experimental Theatre*; an educational music program styled for high school students, *Between the Notes*; and *Pacific Forum*, an *ad lib* discussion on current news between members of the faculty and students.

Lately we have crowded a new development into our kitchen-control room, and our wired-wireless station KAEO began broadcasting to the campus the first of this year as a member of the Intercollegiate Broadcasting System. This station is maintained and operated by members of the honorary radio fraternity, Alpha Epsilon Omicron. They have drawn largely upon disc jockey shows and the transcribed programs of the workshop, which prove popular among campus listeners. Also, they have these programs sponsored by local merchants, and now think only of expansion. Until such time as we move into our new building, expansion is limited only by walls. KAEO is to have a room to itself in the quonset.

On Thursday, March 20, KAEO broke all records on its listening audi-

ence. On this date, at least 1500 students and faculty members listened to the debate on "Compulsory Military Training" that opened International Week on the campus.

Through the efforts of the studio chief engineer, J. L. Berryhill, and assistant, Jim Ludlow, radios in classrooms and living quarters were able to pick up the debate as additional amplifiers had been installed, and classes observed the opening by dismissing to listen to the debate.

This is the first time a program of this type has been attempted by the station, and to meet with such success is encouraging. This is, perhaps, the first time a wired-wireless station has attempted such a program, as most such stations do not have the facilities or equipment to permit broadcasting to classrooms.

In order that students may complete a major in radio broadcasting here at the college, courses are offered in the fields of speech, writing, production, news, drama, and sound effects. And, with the beginning of this semester, Mr. Berryhill has inaugurated a course on radio equipment.—JOHN C. CRABBE, director of radio, College of the Pacific.

## KUOM Receives Two Awards

Station KUOM, University of Minnesota, was notified recently that it had received two awards, one from *Variety* and the other from the Third Annual Radio and Business Conference sponsored by the City College of New York.

The Variety Plaque Award for 1946 was in the field of "Expanding Radio's Social Usefulness." The text of the citation, which appeared in the March 12, 1947 issue of *Variety*, is as follows:

Striving desperately to stem the polio plague that struck Minneapolis last summer, health authorities begged parents to keep their kids at home, away from crowds. University of Minnesota indie KUOM, understanding parental difficulties in restraining vacationing youngsters, promptly converted solid blocks of its schedule to *KUOM for Kids*, filling the air with fare calculated to keep children busy in their own homes. When the epidemic continued unabated past school-starting time, *KUOM for Kids* gave way to *School by Air*. A greatly enlarged staff of educators and technicians turned out showmanly programs carefully slotted for the various age groups, seized the opportunity to plug racial and religious good will in a colorful series of social study programs. Back in school at last, 38 per cent of elementary school kids proved to have heard the

programs. KUOM is now sifting experiences, drawing conclusions, preparing to meet some unforeseen future emergency with the seasoned know-how of having brilliantly met this one.

The award, an honorable mention, given by the Third Annual Conference on Radio and Business, was for its "Creation of unusually effective public service radio programs, *KUOM for Kids* and *School by Air*." Announcement of the award was made in New York at the Conference, April 22 and 23.

## Station WNYE, New York City

Reception of the programs of Station WNYE, FM station owned and operated by the Board of Education, New York City, will improve materially as the result of a new 10-kilowatt transmitter, contracts for which were let in late March. The award went to the Belmont Electrical company, and calls for installation of an RCA Model BTF-10B transmitter, as well as replacement of the present antenna. The existing tower, on the roof of the Brooklyn Technical high school, will be modified to permit erection of a two-section antenna which will provide an appreciable increase in radiation. The combined result will be to give the school station a twenty-fold increase in power above its present strength.

Other changes will include installation of new speech input equipment, and the setting up of a separate transmitter room, distinct from the present control room.

The new transmitter will operate on a frequency of 91.7 megacycles, recently assigned to the Board of Education by the Federal Communications Commission. Its value will be two-fold, according to Herman Haverkamp, WNYE technical supervisor. It will provide better service to the radio-equipped schools of the city, and will give the technical students who are trained in radio operation at the station, the opportunity to work on the latest type of equipment. It is expected that installation will be completed by early fall.

## Wisconsin Approves Political Broadcasting

The October *AER Journal* printed a brief article concerning the way Station WHA, University of Wisconsin, provides free time during campaign seasons for a discussion of campaign

issues. WHA's policy statement under which these broadcasts are presented states:

One of the basic principles in the growth of a democratic and freedom-loving people is that inquiry should be free and critical. It is of the utmost importance that our radio station be used to promote this free and critical inquiry into controversial problems of general concern to the citizens.

Thus, since 1932, Station WHA has devoted a portion of its time during political campaigns to the discussion of campaign issues.

The plan which has been followed provides that representatives of the various political groups meet and mutually decide upon rules of conduct for the *Political Education Forum*, and upon an equitable division of the available time. The time is provided without charge, and the station exercises no censorship over speakers. Each participant agrees to assume complete responsibility for his statements.

Following the 1946 Primary cam-

paign, each candidate eligible to participate was asked for his opinion of the plan, in an effort to evaluate its usefulness. Not one negative response was received. The following are sample quotations from the candidates' replies:

The privilege granted affords candidates who haven't sufficient finances to buy radio time an opportunity to be heard that they would not otherwise get. I believe your plan in this regard is very practical and should be greatly appreciated by the people of Wisconsin. [A Democratic party candidate]

In my judgment, your organization is giving a service to all citizens within your radio range by allowing them to be enlightened by the candidates' position on matters of state affairs. Personally, I have found that my radio talk on your program received more publicity than any other radio talk that I gave during the campaign. [A Republican party candidate]

I believe the WHA political forums are especially valuable as a means of getting a minority point of view before the public. The large parties can buy plenty of time over the commercial stations and as a result listeners in general get a lopsided presentation from the commercial stations. This inequality is partially offset by the WHA political forums. [A Socialist party candidate]

## Idea Exchange

### South Carolina Progresses

The November, 1946, *AER Journal* presented an article by Charles P. MacInnis, outlining the FM plans of the South Carolina State Radio Council. Since that time much work has been done by the Council. Its Utilization-Production Survey Committee has carried on a number of preliminary investigations.

A report was issued early in 1947 outlining the data which had been gathered and interpreting the returns of a survey. It also presented two series of recommendations to the 1947 South Carolina General Assembly—one being general and the other, specific.

The general recommendations, which were signed by all fifteen Utilization-Production Survey Committee members, are as follows:

Although the Committee has worked cheerfully, its work has been made more difficult and less effective because of limitations arising out of the lack of funds and facilities. So that the conditions imposed by those limitations may be improved, and also because the pioneer work so far has brought the Committee face to face with the general and specific problems involved, the Committee has set forth these problems as it sees them in the form of recommended action, and respectfully urges that the South Carolina Radio Council, with such modification as it thinks desirable, recommend, accordingly, to the 1947 General Assembly:

*First*, that the State Radio Council be given *bona fide* standing, comparable to that of other State Boards and Commissions, with statutory and financial support which will enable it to complete a number of duties which have already been assigned, and also to carry on various extensions of these duties, essential to making educational radio effective in the State.

*Second*, that statutory and financial provision be made for the erection and operation of a regional demonstration non-commercial FM radio station to be the pilot unit in a complete network for State coverage of educational broadcasts, and to serve as a training center for pre- and in-service teachers.

*Third*, that immediate steps be taken to reserve for the State FM Radio Plan the right to share the Columbia tower of the State Highway Department for the location of an antenna, since educational broadcasting would be done on a frequency which probably would not interfere with Highway Patrol signals.

*Fourth*, that the State Board of Education and the State Education Department cooperate with the Council in making effective immediately a basic training program, both for pre-service and in-service teachers, on the use, preparation, and production of radio programs designed to further general as well as specific learning.

*Fifth*, that with the assistance and guidance of the State Education Department and the supervision of the State Board of Education, the organization and development of Radio Education programs at the local community level be given direction and support in line with accepted objectives for the State.

*Sixth*, that, unless designated as an extended function of the Council, provision be made for competent management and engineering consultation service for local schools

or school systems or for other educational agencies of the State which consider making installations of various types of audio equipment, so that specifications and utilization would insure coordination in the long-range plan of the State FM Broadcasting System.

*Seventh*, that a plan be outlined and promoted which would lead to the regional organization of the Southeastern States which are now and will be planning State FM Radio Systems for educational broadcasting with the purpose of achieving more unified procedures, savings in both time and cost of planning through cooperative measures, and ultimately more effective outcomes.

### California Debate Program

A discussion program, *Junior Debates II*, is produced each week in cooperation with the Southern California Debate League by Glenn N. Gardiner, Dana junior high school, Los Angeles, educational coordinator, Station KGER, Long Beach. Two series, each consisting of thirteen debates, are being broadcast during 1946-47. The second series began March 3 and will end with the broadcast of June 2.

A broadcast is transcribed each Thursday after school, Station KGER paying for the transportation of students and teachers to the station. The program, which runs twenty-five minutes, is broadcast the following Monday at 8:05 p.m. After a program has been broadcast the recording is returned to the schools for classroom use.

Two students from each school form the debate teams. Each is given three minutes for argument and two for rebuttal. The station presents each participant with an attractive certificate.

### UNESCO and Radio

Before the war, there existed under the League of Nations the International Institute for Intellectual Cooperation, which had its seat in Paris. This body did not succeed in becoming more than a channel for international contact between the academic elite of the leading nations. In order to avoid this limitation, UNESCO, in addition to covering the more formal phases of culture, such as natural and social sciences, fine arts, museums, libraries, and education, undertook to use radio, the motion picture, and the press as instruments for the wider dissemination of knowledge and culture among the peoples of the world, and for the promotion of mutual good will and understanding among the nations.

This is not an easy thing to do, in circumstances where commercial and



political interests have so much to say, and where the popular taste inclines chiefly to the lighter forms of entertainment. UNESCO is faced with the dilemma of choosing between confining its activities in the field of "mass media" to researches and surveys, which will have little real effect, or spending a good deal of money in undertaking practical services which will produce results in terms of actual radio programs, motion pictures, and books and articles. Unfortunately, at the general conference of UNESCO in Paris, UNESCO's first draft budget [for 1947] was severely cut by over 30 per cent. This would seem to mean that, in radio at least, UNESCO must restrict itself to "paper work" until 1948.

The urgent need of action may overcome this. UNESCO will be expected to help war-devastated countries restore their cultural life, including their radio systems. Some countries, such as China, need help in extending their radio facilities so that these can be used to combat illiteracy and ignorance. There is also much to be done by way of stimulating international exchanges of programs between the existing radio networks and stations of the more advanced countries.

The radio work of UNESCO is to form one of the principal topics of discussion at the forthcoming Institute for Education by Radio at Columbus, Ohio. Radio educators, and listeners generally, should watch UNESCO carefully to make certain that the great opportunities before it are not wasted through timidity or lack of support.—RICHARD S. LAMBERT, supervisor of school broadcasts, Canadian Broadcasting Corporation, who returned recently from Europe where he served as a counsellor with UNESCO.

### Columbia Workshop Honored

The 1946 Radio Award of the National Council of Teachers of English has been given to the distinguished "Columbia Workshop" production of *Richard III* which was broadcast over the CBS network on June 2, 1946, and starred Laurence Olivier and the famous Old Vic Theater Company.

The award was accepted for CBS and the "Columbia Workshop" by Edward R. Murrow, CBS vice-president and director of public affairs, at the Council's annual luncheon meeting,

November 30 at the Traymore Hotel, Atlantic City, N. J. Mr. Murrow delivered an address, "The Pursuit of Peace," at the meeting.

The NCTE Radio Award is made to that program which has done most to promote a greater appreciation for



RICHARD S. LAMBERT, supervisor of school broadcasts, Canadian Broadcasting Corporation.

and understanding of our literary heritage and to awaken greater love of beautiful writing and beautiful speech.

The citation reads:

Because it presented a magnificent cast in the presentation of a great classic, because it made modern audiences keenly aware of the supreme skill of Shakespeare as a dramatist, and because it utilized radio techniques effectively in the interpretation of literature, the National Council of Teachers of English takes great pleasure in making this first award in the realm of Reading and Writing to CBS and the Laurence Olivier production of *Richard III*.

*Richard III* was broadcast by CBS as a special feature of the "Columbia Workshop." To give the production proper presentation, the network extended the length of the broadcast from 30 minutes to an hour and a half.

The Shakespearean classic was adapted by Elizabeth and James Hart, the latter an associate script editor in CBS' Program Writing Division. It was co-directed by Richard Sanville, CBS, and John Burrell, chairman, Old Vic Board of Directors.

The 1945 NCTE Radio Award went to Norman Corwin's CBS broadcast, *On a Note of Triumph*, for general excellence.

### Valuable Critique of Radio

The commission which in 1944 undertook an investigation of the freedom and responsibility of the press, radio, and motion pictures recently completed its work. The studies which were financed by Time, Inc. and Encyclopedia Britannica, Inc. resulted in a report, *A Free and Responsible Press*, which is available at \$2 from the University of Chicago Press.

Six studies, all published by the University of Chicago Press, were prepared by the commission's staff to aid in the investigation. One, *The American Radio*, by Llewellyn White, should prove of more than passing interest to radio educators.

Fortunately, many who may not have access to this book will find a valuable summary of its findings in an article, "The Shortcomings of Radio," which was written by Llewellyn White and which appears in the April, 1947, issue of *The Atlantic*.

Mr. White finds the major shortcomings in the fields of news, useful public discussion, the quality of radio entertainment, control of programs by advertisers, and the lack of serious efforts on the part of broadcasters to "whet, stimulate, elevate, and broaden the public taste."

He gets down to "cases" when he proposes definite remedies for the shortcomings which he found. He then goes on to make specific suggestions to the broadcasters, to the FCC, to the NAB, to the Department of Justice, to the Congress, and to the newspaper and magazine press.

He concludes his article by suggesting that all who desire to see radio improve should "explore the possibilities of greater listener participation in the evaluation of radio fare."

### Twenty-Fifth Anniversary

Dr. Judith C. Waller, on April 13, celebrated her twenty-fifth anniversary in radio. The AER salutes her, and all members join in sending sincere greetings to a great lady—leader in a great industry. May her wise counsel continue to be available to all of us on the "firing line" in radio and in education for many more years to come.

### Low-Powered FM Proposed

A plan to provide colleges throughout the country with small, low-powered FM broadcast transmitters at less than



one-fourth the cost of previous equipment, has been proposed to the FCC and the U. S. Office of Education by the General Electric Company's Electronics Department.

The plan calls for use of a small transmitter with a power output of two and a half watts. This would be the modulator section of a large G-E FM transmitter. It would enable the schools to use available educational FM broadcasting channels, and would eliminate one stumbling block in the expansion of educational broadcasting—the cost of transmitters.

The diminutive FM transmitter would provide a five or six mile range and could be received on standard FM receivers. This range is enough to cover most college campuses, fraternity and sorority houses, and surrounding student homes. Later, when funds were available, the low-power transmitter could be enlarged to a full-sized FM station—up to 50 kw.

### **WGN Builds Agricultural Program**

One of the most important features of WGN's morning "Farm Program" schedule are the transcribed interviews in which a wealth of information and interesting views on farm methods and farm problems are brought to WGN's Midwestern rural audience.

In order to provide this service to the farmers of the Midwest, WGN has spared no pains in enlisting the cooperation of the leading universities of the area in order to take advantage of the expert advice and information on new discoveries involved in the tremendous research projects sponsored by the agricultural colleges. Following a policy of bringing radio to the expert when it's not possible to bring the expert to radio, Hal Totten, WGN's farm director, has gone to the universities and interviewed leading authorities on every phase of farm life, bringing the very latest information in farm research and the most authoritative advice on farm problems to the thousands of farmers at a time when it will help them the most. Serving as a channel between university and farmer, WGN has succeeded in helping its rural audience take advantage of the outstanding facilities of the Midwestern educational institutions.

The story behind such an interview is an interesting one, involving de-

tailed correspondence, miles of traveling, long hours of work, and the skill of expert engineering.

Hal Totten, radio veteran and former newspaper man who directs WGN's extensive farm activities, arranges with the universities to visit their agricultural colleges at a future date. His contacts are usually the radio or public relations men for the schools, and occasionally the editors of the bulletins issued by the Extension Services. At Purdue, for instance, Jim Miles, program director, Station WBAA, worked closely with Totten in arranging interviews recently with Purdue's experts on agricultural subjects. Bob Beeler, assistant extension editor, University of Illinois; Dale Williams, extension radio director, Iowa State College; W. Lowell Treaster, director of public relations, University of Michigan; Milton Bliss, extension radio editor, University of Wisconsin; H. M. Dail, extension director, University of Missouri; and Maynard A. Speece, extension director of information, University of Minnesota; are representatives of other midwestern universities who have helped in lining up broadcast series at their agricultural colleges.

Accompanied by an engineer and wire recorder, and sometimes by the WGN Mobile Unit, Hal takes off from the WGN studios for his tour of a college, sometimes including several universities in a single trip. He goes right into the university barns, the laboratories, the classrooms, and offices with his wire recorder, interviewing authorities about the particular phases of farm research in which they specialize. One cold, five-below-zero day, Hal shivered in the Purdue beef cattle feed lot where I. D. Mayer of the Purdue engineering staff demonstrated use of an electric immersion type heater to keep watering tanks free from ice during sub-freezing weather—an interview so timely because of the cold wave that it was used two days later on the "Farm Hour."

These interviews run about five minutes in length and have covered nearly every subject under the sun, ranging from ways of controlling rats on farms to a discussion on remodeling old poultry houses. Hal even invades the home economics departments and interviews members of the fair sex on subjects that will interest the farm-

er's wife and help to lighten her daily chores.

When the scheduled interviews have been recorded, Hal and his equipment return to the station where the interviews are filed for future use on the farm shows. When Spring came to the Midwest and farmers were getting ready for their spring planting, Hal was able to feature a series of interviews he made during the winter that had to do with spring activities on the farm. Interviewees are notified several days in advance of the date on which their interviews are to be broadcast so that participants may have the unique experience of listening to themselves over the air.

During the past year, Farm Director Totten has travelled a total of 18,606 miles to obtain 337 different transcribed interviews of this type in a total of 100 different microphone setups. In addition to the universities he has visited, Hal also attends livestock shows, fairs, meetings, and demonstrations, and goes to the farms themselves in order to provide the rural listeners of the Midwest with a farm program that serves them in many ways. The Land-Grant colleges and universities have proven to be rich sources of helpful information, and their personnel has given wholehearted cooperation in the broadcasting of their important work for the benefit of the American farmer.

### **1946 Peabody Awards**

Announcement of the 1946 George Foster Peabody Awards was made April 17 at luncheon ceremonies in New York. Top performance in seven radio fields was lauded and a special award went to John Crosby, *New York Herald-Tribune* radio columnist, for "his outstanding contribution to broadcasting through his writings."

Names of the programs and the radio stations given top awards were *Operation Big Muddy*, Station WOW; *Our Town*, Station WELL; William L. Shirer, CBS; *Columbia Workshop*, CBS; *Orchestras of the Nation*, NBC; and *One World or None*, WMCA.

Special Citation of Honor went to *The Harbor We Seek*, Station WSB; *Radio Edition of the Weekly Press*, Station WHCU; *Meet the Press*, MBS; *Suspense*, CBS; *Henry Morgan Show*, ABC; *Invitation to Music*, CBS; *Hiroshima*, ABC; and *Books*

*Bring Adventure*, Association of the Junior Leagues of America.

### Wisconsin Suggests Programs

The Wisconsin Joint Committee for Better Radio Listening, known as BRL, publishes monthly a pamphlet, *Good Listening*, which aims to serve Wisconsin residents who might otherwise miss some of the fine radio pro-

grams being broadcast by Wisconsin stations.

The April issue, in addition to listing programs, discussed balance in programming, balance in advertising, and told how BRL was working with good broadcasters. It also publicized the state BRL conference which was held in Madison, April 18-19, and the district BRL conference in Stevens Point, April 26.

## Reviews

*Radio Script Catalog*. Prepared by Gertrude G. Broderick. Washington, D. C.: U. S. Government Printing Office. 1946. iv + 109 pp. 25 cents.

This is the fifth edition of this publication of the Educational Script and Transcription Exchange of the U. S. Office of Education. This important service to schools and colleges began in 1936 with a total of six scripts to loan. This latest volume lists more than a thousand. This growth has been achieved largely through the generosity of individual writers, educational and commercial stations, government agencies, and other individuals and organizations which have made their programs available for distribution. No scripts are sold; all are available only on a loan basis. The only cost to the borrower is that of return postage.

The catalog includes a table of contents, an index, suggested uses for the scripts, instructions for ordering, and regulations concerning the employment of the scripts. There is a foreword by Dr. John W. Studebaker, U. S. Commissioner of Education.

The many ways in which our modern schools can apply such materials suggest that the *Radio Script Catalog* will fill an important need in every school in the nation.

*Radio—How, When, and Why To Use It*. By Beatrice K. Tolleris. New York: National Publicity Council. 1946. 48 pp. \$1.00 [paper].

This is the latest in a series of publicity guides written for civic, health, and welfare organizations by the National Publicity Council for Health and Welfare Services, Inc. The author, Beatrice Tolleris, is chief consultant for the Publicity Council, and it is evident from the way she handles the subject that she understands the problems of organization broadcasting and the proper solutions to them if radio is to be used effectively.

The manual tells when to use and how to develop such formats as the radio talk, interview, round table, dramatization, transcription, and on-the-spot broadcast. It gives practical advice on rehearsals, working with the writer and director, checking equipment, and even testing "voice levels." It also suggests devices for building a listening audience through newspapers, other agencies, and the broadcast series, itself. Finally, the manual outlines four steps for getting sustaining time and includes a checklist of hints for good station relations that will save time, money, and disappointment.

*Catalog of Radio Recordings*. Prepared by Gertrude G. Broderick. Washington, D. C.: Federal Radio Education Committee. 1946. 52 pp.

This excellent catalog presents a list of recorded programs, classified under six subject-matter headings, which are available on loan from the Federal Radio Education Committee. All programs listed, except the series, *Americans All—Immigrants All* and *The Ballad Hunter*, may be borrowed at no charge except for the cost of return postage or express. The two series mentioned above are available only through purchase.

Almost all of the series listed were produced by various departments and agencies of the Federal Government. Included, however, is a series, *Adventures in Research*, prepared by Westinghouse Research Laboratories and presented originally over Station KDKA, Pittsburgh. Some of the series are accompanied by printed supplementary material for teachers and students.

A serviceable index and well-chosen annotations concerning each individual program make this catalog a valuable one for teachers and administrators.

## Alpha Epsilon Rho



**Alpha, Stephens College**—New members: Mary Catherine Bracken, Mary Alice Burnside, Gloria Bland, Marilyn Kirkland, Catherine O'Hair, Marjorie Sweeney, Ernest Haden [associate].

**Beta, Syracuse University**—New member: Bob Campchero.

**Delta, Michigan State College**—New members: Harry Allen Booth, Marion Amos, Albin Beck, Mark Buchoz, Eugene Cahill, Marion Cannon, Mary El Christiansen, Paula Cliffe, James Edwards, Frances Fauls, L. F. Foster, Eugene Goldfather, Robert Halfich.

**Eta, University of Alabama**—New members: Peggy Lund, Eleanor Hatton [associate].

**Mu, University of Nebraska**—New members: Pat Guhin, Mimi Hahn, Shirley Eskilsen, Margaret Hancock, Arlene Marylander, Henry Lee.

**General**—The annual meeting of the National Council will be held in Columbus, Ohio, concurrent with the Institute for Education by Radio. Business meetings will be held on Friday afternoon at 4:00 and Saturday morning at 9:00. A luncheon is scheduled at the Deshler-Wallick on Sunday. Students or others who wish to hear transcriptions of Alpha Epsilon Rho chapter productions may do so by visiting the AEP room in the hotel.

**Questions** concerning Alpha Epsilon Rho should be addressed to Dr. Sherman P. Lawton, *Executive Secretary*, Alpha Epsilon Rho, University of Oklahoma, Norman, Oklahoma.

## The Harbor Playhouse

on Cape Cod

*cordially invites you to*

spend your summer vacation with them at

MARION, MASS.

Accredited teachers interested in observing the professional methods of one of the finest Class "A" Equity organizations write for information regarding the Directors Conference. There is no fee.

CLEDGE ROBERTS  
*Managing Director*

# KFBK goes to school



**a program  
especially  
designed  
for  
in-school  
listening**



**L**ESSONS from the air are being utilized wherever alert teachers manage to bring radio into their classrooms. With the cooperation of the Audio-Visual Education Departments of the Sacramento City and County schools, KFBK has arranged a series of important subject-content programs. Broadcast at 1:45 P.M. each school day, the series began February 25th and will end May 30th.

**Monday—KNOWLEDGE BEE—Grades 4 to 8.**  
The county schools furnish a new subject and a new class each week for a quiz program based on classroom subject matter.

**Tuesday—KNOW THE NEWS—Grades 5 to 9.**  
A round-up of the top world news, a commentary on an important person or place and a quiz feature are presented by a student newscaster.

**Wednesday—STORYBOOK LAND**  
**Kindergarten and grades 1 and 2.**  
Student announcers relate such teacher selected favorites as The Gingerbread Man, Seven Diving Ducks and Little Black Sambo. In addition, rhythms are played and class participation is suggested.

**Thursday—ONE MAN'S DESTINY—Grades 6 to 12.**  
Dramatized biographies of interesting people of our time—General MacArthur, J. Edgar Hoover, Dr. Albert Taylor and James F. Byrnes.

**Friday—CAPITAL CARAVAN—Grades 6 to 12.**  
State, county and city offices are explored by two student announcers. Officials are questioned on subjects submitted by the schools.

*Programs of a similar nature are proposed  
for all McClatchy stations*

**KFBK**  
SACRAMENTO

**KMJ**  
FRESNO

**KWG**  
STOCKTON

**KERN**  
BAKERSFIELD

**KOH**  
RENO



# Radio is more than frolic . . .



Millions roar at a comedian's fragile pun—while hundreds sigh at a lecturer's wise epigram. A nation thrills to artless drama—while a handful give heed to worthy debate.

But radio bridges the gap between entertainment and information by supplying excitement to learning and meaning to amusement.

Listeners to NBC benefit from such thoughtfully planned musical programs as the *NBC Symphony*, *Orchestras of the Nation*, and *The Story of Music*. Features of the *NBC University of the Air* include *Our Foreign Policy*, *Home Is What You Make It*, and *The World's Great Novels*. Joining these is *Your United Nations*, devoted to issues currently under consideration by the UN. Religion is served by *The National Radio Pulpit*, *The Catholic Hour*, and *The Eternal Light . . .* while public affairs are considered on such programs as *The University of Chicago Round Table*, *Consumer Time*, *America United*, *National Farm and Home Hour*, *The Baxters* and *Doctors—Then and Now*.

To audiences with needs beyond that of mere entertainment, NBC brings an awareness of service—for over half of its hours-on-the-air is devoted to non-commercial programs of special interest. Many more programs whose subject matter and presentation are in keeping with these are sponsored by forward-looking industries and individual firms.

AMERICA'S NO. 1 NETWORK



A Service of Radio  
Corporation of America

. . . the National Broadcasting Company



